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ABSTRACT

In response to the great need for less than baccalaureate degree programs in Maine, a grant was made to finance the development of the three programs described here. Offered are a AA degree program in Hotel, Motel, and Restaurant Management, a program of inservice education in Respiratory Therapy which should serve as a model for programs in other allied medical fields, and a program in Child Care Technology designed for those who work with the mentally retarded and emotionally disturbed in a paraprofessional role. These were designed to be cooperative efforts between the Southern Maine Vocational Technical Institute and the University of Maine at Portland-Gorham. A discussion of program development, a curriculum description, and the requirements for completion of each program are included. It is recommended that a State of Maine Community College Delivery System (without walls) and a State of Maine Associate Degree be established. By using all the available postsecondary facilities as well as the business and industrial community, a better response to the further educational needs of the people of Maine could be provided without the creation of another formal educational institution. (MJJK)

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FINAL REPORT

HIGHER EDUCATION FACILITIES PLANNING GRANT

COOPERATIVE PROGRAM AND FACILITIES PLANNING
SOUTHERN MAINE VOCATIONAL TECHNICAL INSTITUTE -
UNIVERSITY OF MAINE AT PORTLAND-GORHAM

Warren H. Pressley, Jr.

December 31, 1973

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ACKNOWLEDGEMENTS

The Director of this report wishes to acknowledge the aid and encouragement of Dr. John Greer, Director of Southern Maine Vocational Technical Institute, Dr. Louis Calisti, former President of University of Maine at Portland-Gorham and Mr. Wayne Ross, Director of Maine's Higher Education Facilities Commission. Recognition should also be given to Dean William Warren, Dean of Instruction, for his efforts in cooperative action in program development.

PROJECT PURPOSE

The purpose of the grant is for the development and implementation of less than baccalaureate programs using the joint resources of the two institutions and the southern Maine community.

PROGRAM IMPLEMENTATION GUIDELINES

- (a) Demand for and interest in programs among lower income and those denied opportunities for post secondary education in southern Maine.
- (b) Accessibility of programs to those denied educational opportunities.
- (c) Employability of graduates of the programs.
- (d) Compatibility of the programs with the evolving mission and function of Southern Maine Vocational Technical Institute and the University of Maine at Portland-Gorham.

A brief review of the available studies and reports is best summarized by the report to the President of UMPG of the Joint Action Commission of University Goals and Directions Phase I, December, 1972, Page 22.

"The Commission recommends as its highest priority that the University provide a significantly larger number of opportunities for Maine citizens to obtain a post-secondary education at a level compatible with their ability and relevant to their needs. In order to provide these increased opportunities, the University should reorganize itself with two co-equal goals in mind: (a) to improve the quality and accessibility of existing programs (graduate, professional, baccalaureate, and two year); and (b) to institute new less than baccalaureate programs leading to associate degrees or certification in programs that are especially appropriate to Maine."

These co-equal goals of improvement of the quality of existing programs and the development of new programs in response to the need of the people of southern Maine are shared by Southern Maine Vocational Technical Institute.

The development of an alternate model for post-secondary education opportunity, titled "Southern Maine Regional Community Learning Centers", proposed by George Connick, Director of Academic Planning and Institutional Research, UMPG, contains an excellent summary of "Maine's Need for Additional Educational Opportunities."

"In the last seven years, no less than 10 documents* have highlighted the need for expanded less-than-baccalaureate opportunities for the citizens of Maine. The fact that (1) only 45% of the Maine college-age population is attending a post-secondary institution compared to 72% for the nation, and the fact that (2) in 1970 only 55.3% of those enrolled in college in the age group 18-34 were enrolled in public colleges in Maine, and the fact that (3) Maine has ranked 51st among the states and the District of Columbia in the number of students who go on for any form of post-secondary education, and the fact that (4) there are no open access institutions of post-secondary

education in Maine, and the fact that (5) the Maine economy could absorb 7 times the number of associate degree recipients than are presently available, testifies to a very large unmet need and untapped state resource. Because this need has been identified in so many reports and because less-than-baccalaureate programs were selected as a major priority by the Board of Trustees in 1969, this paper will not attempt to justify further the need for greater access to post-secondary education at the less-than-baccalaureate level. Moreover, since the need for such education is generally accepted as the major educational priority in Maine in 1973, the major issue remaining is the selection of a method and a structure for responding to that need."

*See Appendix I

PROGRAM PLANNING

The planning office under Phase Two of the grant was established at the Adult Education Building, Southern Maine Vocational Technical Institute.

Fiscal responsibility for Phase II was assigned to the University of Maine at Portland-Gorham Business Office.

There was an agreement between the Director of Southern Maine Vocational Technical Institute and Dr. Louis Calisti, President of the University of Maine at Portland-Gorham that the Planning Grant Phase II activities would concentrate on the development and delivery of less than baccalaureate programs using the joint resources of the two institutions and the southern Maine community.

Program planning and implementation activity was initiated with a meeting, October, 1972, with the Director of SMVTI, Dr. John Greer, Dean William Warren, and Dr. John Bay, Dean of the College of Business, Mr. Richard McKiel, Director of Associate Business, and Professor Samuel Andrews, UMPG.

I had a meeting with William J. MacLeod, Vice President for Academic Affairs and Walter P. Fridinger, Vice President for Finance, to try to establish the specific needs for less than baccalaureate programs that needed planning and implementation.

Dr. MacLeod suggested that a briefing should be held with Mr. Stephen Simmons, Director of Human Services Development. The Human Services Development Institute was working on a Child Care proposal.

The briefing at Human Services Development Institute was attended by Dean William Warren and the Director of Program and Facilities Planning UMPG-SMVTI, Warren H. Pressley, Jr.

It was determined at this meeting that there was a need to establish some means of academic authority in order to deliver the Child Care program.

A Curriculum Coordinating Committee was established and they worked with a holding company concept which would allow the delivery of Child Care program for SMVTI and UMPG.

A tentative agreement between Dr. John Greer, Director of SMVTI and Mr. Walter Fridinger, who had been named Acting President of UMPG after the resignation of Dr. Louis Calisti, was that an ad hoc curriculum coordinating committee would facilitate the delivery of the Child Care program.

The Curriculum Coordinating Committee comprised of Mr. Stephen Simonds, Director of HSDI, Dean William Warren of SMVTI and Dean Harlan Phillips of the College of Education, held several meetings and finally concluded that the committee could not function in the delivery of the Child Care program.

I requested Dean William Warren of SMVTI to see if a contact person could be named at UMPG for joint planning of less than baccalaureate programs.

I received a letter from Dr. William MacLeod, Vice President of Academic Affairs, UMPG, informing me that I was to be directly responsible to Dr. George P. Connick, Director of Academic Planning and Institutional Research. I was asked by Dr. Connick to develop a list of program needs and this was accomplished and included in my July Progress Report Report.

I continued to work with the Child Care proposal with the advise and consent of Dean Warren of SMVTI. Dr. Connick gave Dean Warren a letter of sign-off in July. The Child Care program proposal is completed and application for funding has been made for Southern Maine Vocational Technical Institute and Pineland Hospital and Training Center in the amount of \$83,207 which will make the program available to three hundred direct child care workers.*

I met three times with the Advisory Committee that had been established for this grant. The objectives of the grant were explained and discussed. An organizational meeting was held and Mr. Richard McKeil of UMPG was named chairman. Ways and means of assisting the grant director were discussed and the Advisory Committee was interested in developing a positive action response to the community service needs of the Senior Citizens of the Greater Portland community.

This was to be a workshop type of educational component to be held at several

off campus sites. The programs would be of high interest and at no cost to the participants. The resources needed would be the joint responsibility of SMVTI and UMPG. This project was never carried out, however, the need still exists in the Greater Portland area. The Senior citizens are easily identified as being isolated and bypassed from educational activities.

I assisted in the development of the joint planning for the cooperative delivery of the new Associate Degree program for Hotel, Motel and Restaurant Management.

I have worked with the development of the Allied Health delivery of Respiratory Therapy which will be offered by SMVTI in cooperation with Maine Medical Center.

Associate Degree Hotel, Motel and Restaurant Management

The Director of Program and Facilities Planning assisted with this proposal. Meetings were held with the Department Chairman of Culinary Arts, Mr. Oliver Brisse, SMVTI, and Mr. Richard L. McKeil, Chairman, Associate in Business Administration, UMPG.

The delivery of this program was enhanced when a similar program from another VTI was transferred to SMVTI. This cooperative and coordinated program is now in operation.

At its meeting on August 22, 1973, the one- and two-year Program Screening Committee reviewed the proposal for Hotel, Motel and Restaurant Management Program.

The Committee approved the program contingent upon the following:

"To approve the program with the understanding that what will develop will be a single curriculum consolidated with UMPG, a single brochure to service students at both campuses (SMVTI-UMPG), and that this action be contingent upon the awarding of a single degree. If a single degree is not approved by the respective Boards, the Committee reserves the right to re-examine this action."

The work on the brochure for the joint Hotel, Motel and Restaurant Management is now in process of being completed.

The task of structuring a joint curriculum has been initiated and should be completed with the time frame of two years.

The planning of this first joint degree proposal is an excellent example of cooperative planning.

HOTEL, MOTEL AND RESTAURANT MANAGEMENT

A cooperative and coordinated two year Associate Degree program has been developed jointly by Southern Maine Vocational Technical Institute and the Department of Associate in Business Administration of University of Maine at Portland-Cornwall. The attached curriculum of SMVTI and UPMG identifies those common courses in which SMVTI and UPMG students will participate.

SMVTI and UPMG will be accepting 15 to 20 students each beginning in the Fall, 1973. The curriculum has been designed with the first two semesters to be taken at the institution that accepts the student. The third semester will be oriented to the hotel-motel restaurant management and will be taken at SMVTI with the fourth semester at UPMG.

Of the ten minimum courses in the third and fourth semester, five will be taught by UPMG faculty and five by SMVTI faculty. Scheduling problems, particularly the length of semesters, do exist but appear to be workable.

Courses unique to the program are listed below with their descriptions.

Hotel Orientation

A study of the scope and character of the food service and lodging industry. Review the history of the men and places that shaped the industry. Concentration on the different problems and opportunities available and define the various segments of the industry.

Food Fundamentals

Food Fundamentals is offered in two parts. Emphasized is a technical approach to foods and cooking - the transformation of food for human consumption. As an understanding of food is established concepts of work stations are introduced. Skill development is directed for entry level stations for summer employment.

Food and Beverage Management

Elements of internal security; techniques and forms common to the computation of food costs and percentages. Distribution of food and liquor and the marketing techniques used in the industry. The function of the steward is explored.

Front Office Organization

Techniques and forms common to the front office function. An introduction to electronic equipment used in billing and other procedures emphasizing communication. The preparation of bills, charges and memos, the night transcript and reservations.

Management Seminars

Industry professionals conduct three-hour seminars once a week. The student keeps a notebook and is graded on it, participation and attendance. Topics are:

- a. The Front Office
- b. Management Careers
- c. Reservations Systems
- d. Housekeeping
- e. Dining Room and the Bar
- f. Plant Maintenance
- g. Recreation Facilities - the Host
- h. Internal Control
- i. Bookkeeping and the Payroll
- j. The Audit
- k. Advertising Trends
- l. The Internal Revenue
- m. Conventions and Groups
- n. Licensing: Fire Protection and Regulation

Quantity Food Production

Cooking units are oriented to restaurant procedures so as to attempt to relate to occupational opportunities. More practical application to "back-of-the-house" management is experienced in the planning and running of social functions. With serious commitments after hours, lab sessions can relate to experiences in food--from experiments to meals.

Plant & Maintenance Engineering

The study of the organization and operation of modern maintenance techniques. Provide technical information about production and environmental equipment. Investigate the characteristics of good layout and design.

Leisure and Recreation

A study of the scope and character of the leisure and recreation industry and the interrelationship of various service types. Sociological implications and patterns will be considered.

Leisure and Recreation, Quantity Food Production, and Plant & Maintenance Engineering are SMVTI courses. All other courses listed above will be taken by both groups of students.

As will be noted in the attached curriculum, the difference in design between SMVTI and UNPG appears when occupationally oriented courses are provided at SMVTI in the first and second semesters--Hotel Orientation, Food Fundamentals, Plant and Maintenance Engineering, and Leisure and Recreation.

A diploma program, Hotel-Motel-Restaurant Operation, will be offered at SMVTI. This option will allow the less academically inclined student to concentrate at the operation level. Vocationally oriented and/or work experiences will be substituted for the fourth semester management sequence.

The combination of on-the-job training, cooperative work experience, and specialized lab will allow for innovative approaches to this final phase of the two year sequence.

SOUTHERN MAINE VOCATIONAL TECHNICAL INSTITUTE

HOTEL, MOTEL AND RESTAURANT MANAGEMENT

<u>FALL - SEMESTER I</u>	<u>CREDITS</u>	<u>SPRING - SEMESTER II</u>	<u>CREDITS</u>
English 111	3	English 112	3
Business Math 133	3	Business 13.	3
Business 12	3	Consumer Economics	3
¹ Hotel Orientation	3	Plant & Maintenance Engineering	3
Food Fundamentals	3	Leisure & recreation	3
	<u>15</u>		<u>15</u>

<u>FALL - SEMESTER III</u>	<u>CREDITS</u>	<u>SPRING - SEMESTER IV</u>	<u>CREDITS</u>
¹ Quantity Food Preparation	3	¹ Management Seminar	3
¹ Food & Beverage Management	3	² Principles of Marketing	3
¹ Front Office Organization	3	² Human Relations	3
² Principles of Management	3	² Business Finance	3
Food Science	3	² Small Business Management	3
	<u>15</u>		<u>15</u>

¹ SMVTI and UMPG students, SMVTI faculty

² SMVTI and UMPG students, UMPG faculty

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HOTEL, HOTEL AND RESTAURANT MANAGEMENT

<u>FALL - SEMESTER I</u>	<u>CREDITS</u>	<u>SPRING - SEMESTER II</u>	<u>CREDITS</u>
Elements of Accounting I	3	Elements of Accounting II	3
Oral Communication	3	Report and Letter Writing	3
Written Communication	3	² Human Relations	3
Principles of Economics I	3	Principles of Economics II	3
Mathematical Analysis for Business Decisions	3 <u>15</u>	Mathematical Analysis for Business Decisions	3 <u>15</u>

<u>FALL - SEMESTER III</u>	<u>CREDITS</u>	<u>SPRING - SEMESTER IV</u>	<u>CREDITS</u>
¹ Front Office Procedures	3	² Principles of Marketing	3
¹ Hotel Orientation	3	² Small Business Management	3
¹ Food Fundamentals	3	² Business Finance	3
² Principles of Management	3	*Cooperative Work with Seminar	3
¹ Food and Beverage Control	3 <u>15</u>	¹ Seminar in Management	3 <u>15</u>

*New courses required to augment the present offerings for Business Administration.
Degree requirements: 57 hours academic classroom work plus 3 hours cooperative education.

¹ SMVTI and UMPG students, SMVTI faculty.

² SMVTI and UMPG students, UMPG faculty.

SOUTHERN MAINE VOCATIONAL TECHNICAL INSTITUTE

HOTEL, MOTEL AND RESTAURANT OPERATION

<u>FALL - SEMESTER I</u>	<u>CREDITS</u>	<u>SPRING - SEMESTER II</u>	<u>CREDITS</u>
English 11	3	English 12	3
Business Math 133	3	Business 13	3
Business 12	3	Consumer Economics	3
¹ Hotel Orientation	3	Plant & Maintenance Engineering	3
Food Fundamentals	3	Leisure & Recreation	3
	<u>15</u>		<u>15</u>

<u>FALL - SEMESTER III</u>	<u>CREDITS</u>	<u>SPRING - SEMESTER IV</u>	<u>CREDITS</u>
¹ Quantity Food Preparation	3	Combination of:	
¹ Food & Beverage Management	3	On-the-job Training	
¹ Front Office Organization	3	Co-operative Work Experience	
² Principles of Management	3	Specialized Lab	
Food Science	3		
	<u>15</u>		<u>15</u>

¹ SMVTI and UMPC students, SMVTI faculty

² SMVTI and UMPC students, UMPC faculty

PROGRAM DEVELOPMENT ACTIVITIES

ALLIED MEDICAL

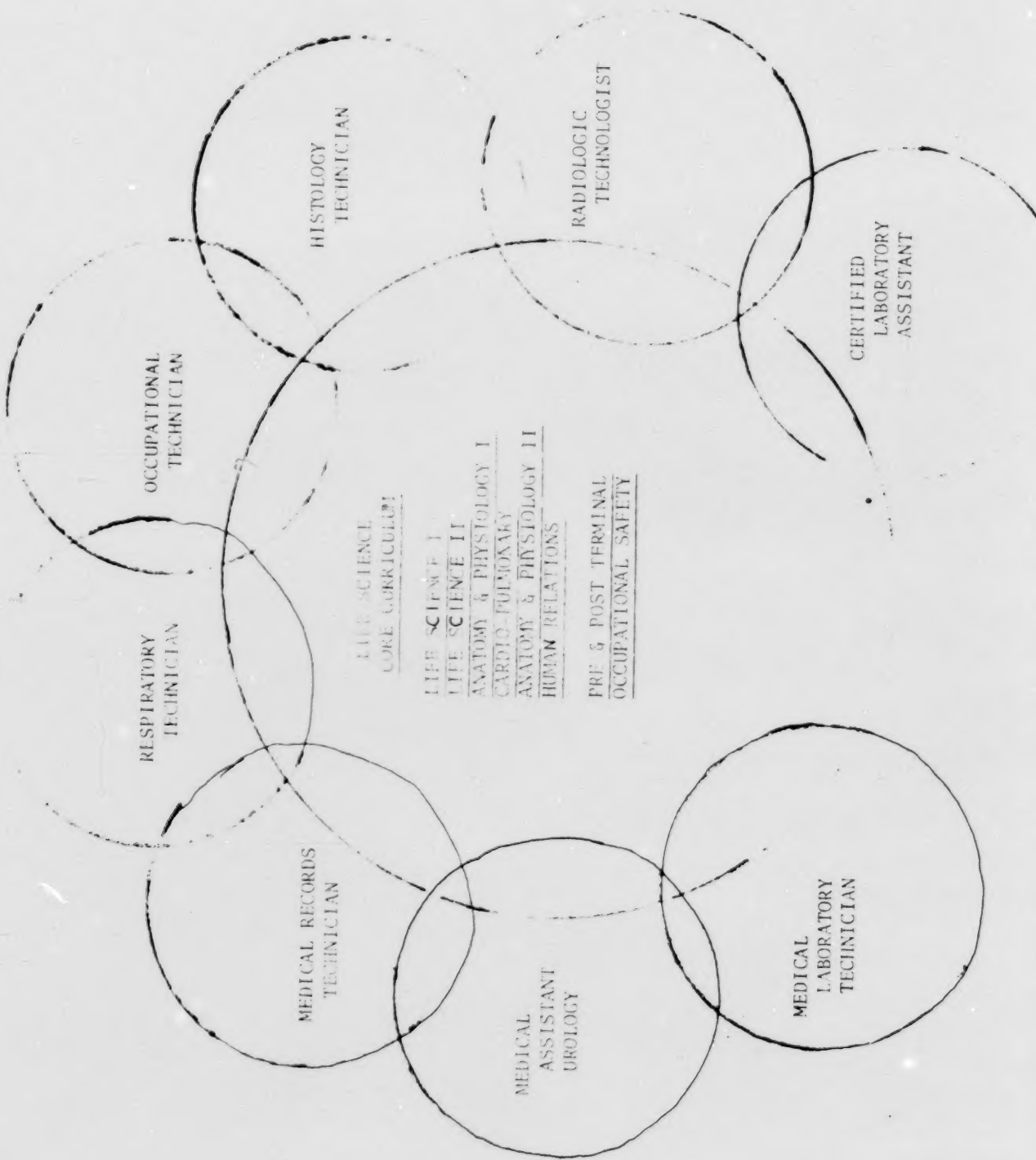
Respiratory Therapy - Inservice Adult Education

The Director of Program Planning worked with Dean Warren of SMVTI in developing a response to the needs for a cooperative program in respiratory therapy with Maine Medical. The initial phase will consist of the delivery of the Life Science Core and will begin this semester. The funding of Life Science I and II will be done jointly between Maine Medical Center and SMVTI.

The Life Science Core curriculum will also provide a model for the delivery of other allied health occupations. There appears to be a solid commonality on the academic side of allied health occupations with the specific difference being on the clinical side of the training.

The Respiratory Therapy Program is being planned on the basis of unit of cost for the academic and clinical instructional components.

This program will require a coordinated effort in order to assure funding for the complete program.



LIFE SCIENCE CORE CURRICULUM

	<u>Hrs.</u>	<u>Credits</u>
Life Science I	80	4
Life Science II	80	4
Anatomy & Physiology	90	4
Anatomy & Physiology & Cardio-Pulmonary	40	2
Human Relations - Legal Responsibility - Pre & Post Terminal/ Industrial Hazards, Air Pollution, Safety -	<u>110</u>	
Academic	400	
Clinical	<u>800</u>	
	<u>1200</u>	Hour Certification for Technician Level

RECOMMENDATIONS

I recommend that a State of Maine Community College Delivery System be established by written agreement between the Commissioner of Education and State Board of Education in cooperation with the Chancellor and the trustees of the University of Maine. This would provide the functional authority to operate the State of Maine Community College Delivery System without walls and award a State of Maine Associate Degree.

The operation of MCCDS would maximize the availability of less than baccalaureate programs using as the cooperative base the State university system, the State vocational system, the regional vocational centers, the State private schools and colleges and all available business, Industrial and community resources. This could provide the means for making a better response to the further educational needs of the people of Maine without the creation of another formal educational institution.

There is a need to continue the planning of courses and programs at University of Maine at Portland-Gorham and Southern Maine Vocational Technical Institute. This cooperative planning effort needs to be formalized in written agreement as to priorities of Program and Facilities Planning. The cooperative planning activity will require a full-time person to plan and coordinate joint efforts.

I have studied space utilization data for both SMVTI and UMPG. There is very little space not in use for current programs. SMVTI will need financial support in order to carry out their campus development plan. UMPG will need additional facilities in order to meet the demand for growth in the Greater Portland Service area.

A workable model for off campus program delivery is needed in order to make a positive response to the growing interest in less than baccalaureate programs. This would make possible a major expansion of pre and in-service education with cooperating institutions and agencies.

Southern Maine Vocational Technical Institute needs professional staff in program and staff development. The additional professional staff would also make possible a greater effort to serve additional funding through grants.

There is a need for at least one administrative position in order to coordinate the response to community service.

The following areas will require continued effort for program development and delivery.

I suggest that in order to expedite joint delivery that lead responsibility be assigned to programs.

I would assign lead responsibility to SMVTI for the following areas:

1. Allied Medical Technology
2. Anti-Pollution Technology
3. Security, Maintenance, Custodial and Housekeeping

SMVTI is already delivering in the Allied Medical field. The Practical Nursing and Emergency Medical Technology are now in operation. The development of an integrated core curriculum in Life Science will make possible a better program for Para-Professionals in Allied Health.

Southern Maine Vocational is currently working in the environmental field with the Wastewater and Marine Science area. They have excellent potential to expand in training for other environmental occupations.

SMVTI already has a law enforcement program which would enhance the development and delivery in Security. There are now programs in Building Construction, Machine and Electrical which could assist in the Maintenance and Custodial Program delivery. The Housekeeper would represent an expansion of the Hotel, Motel and Restaurant program, which is now to be delivered on a joint basis with SMVTI and UMPC.

I would assign lead responsibility for the following areas to University of Maine at Portland-Gorham

1. Leisure and Recreation Technology
2. Small Business Development and Management

The University of Maine at Portland-Gorham has at least one proposal for a new associate degree program in recreation. This proposal will require additional work in order to make a response to the broad need of recreation and leisure occupations.

The University of Maine at Portland-Gorham already has an associate program in Business which could serve as the basis for additional program development for Small Business and Management.

The development of a cooperative model between post-secondary vocational technical and collegiate transfer offerings will be needed to carry out the recommendation of the Seth Singleton in the Phase I report. This could become a model for action learning.

Planning and implementation of less than baccalaureate programs will have to be broad based with greater participation by community and faculty representatives in order to decrease the influence of mutual suspicion. There will have to be a sustained effort to end the artificial cleavage between vocational/technical and academic/professional education. It is sheer nonsense to have an imaginary line separate the individuals academic education and job preparation.

The planning and implementation task has only begun in response to the future, by 1980, two thirds of the labor force will be in service production, government, education, health, finance, etc.--U.S. Department of Labor.

APPENDIX I

DOCUMENTS IDENTIFYING THE NEED FOR ADDITIONAL LESS-THAN-BACCALAUREATE OPPORTUNITIES IN MAINE

1. The Report of the Ad Hoc Committee on Academic Organization at UMPG (1970).
2. "Decision Time--1973; Will Maine Broaden the Base of Higher Education through Community Colleges? A report to the State of Maine Higher Education Facilities Commission by C. Larry Stinchcomb, Director, Lewiston & Auburn Special Opportunity Facilities Planning Project (1972).
3. Physical Facilities Planning Report prepared by S. Francis Singleton, UMPG, 1972.
4. Freeman, Jr., Dr. Stanley L. A Report to the State of Maine Higher Education Facilities Commission. Special Opportunities Facilities Planning Project. University of Maine, 1971
5. Progress Report of the Higher Education Planning Commission to the Chancellor of the University of Maine. Frank M. Coffin, Chairman, University of Maine, 1969.
6. Report of the Advisory Commission for the Higher Education Study to the Governor of Maine and the Legislature of the State of Maine. Higher Education in the State of Maine. James S. Coles, Chairman, Maine, 1967.
7. The First Business of our Times. A Report of the Advisory Commission for the Higher Education Study, State of Maine, James A. McCain, Chairman. New York: Academy for Educational Development, 1971.
8. Maine's Public Investment Needs of Highest Priority. A Report submitted by ESCO Research, Inc., to the Governor of Maine. Portland, Maine: ESCO Research, Inc., 1970.
9. Report of the Board of Trustees of the University of Maine. Lawrence M. Cutler, Chairman. University of Maine, 1969.
10. Report of the Chancellor's Task Force on Less-Than-Baccalaureate Degree Programs. Edward Y. Blewett, Chairman. University of Maine, May 11, 1970.

Purpose and Program Characteristics

1. To deliver in response to the needs a broad range of pre-service and in-service training courses to workers at Pineland Hospital and Training Center.
2. To provide management training seminars to the administrative and professional staff at Pineland.
3. To provide special workshops, as needed.
4. To assist Pineland translate educational and work experiences into a career ladder consistent with the personnel policies and the reorganization plan now in process.
5. To identify and train disadvantaged people for jobs at Pineland consistent with Pineland's manpower needs.
6. To recognize and approve the educational activities and experiences as defined above in order to certify an approved one and two year level of mental health worker programs as set forth in the A.A. degree in Child Care Technology.
7. When feasible, make educational experience defined above available to workers in other mental health and corrections facilities.

There is a need to upgrade the workers at Pineland Center. Dr. Conrad Wurtz, Superintendent, has reorganized the programs into five sections with full treatment, evaluation and diagnostic teams for each section.

There will be:

1. The primary development and training for the most severely handicapped children and adults which would include up to 300 residents. The areas of programming here would emphasize toilet training, feeding, basic activities of daily living and behavior control.

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2. Child development for children under 16 years of age with a developmental age of two and above. It is the aim of this team to build on the basic life skills in the hope that it will be possible for them to live in the community as independently as possible. This will require intensive work in the areas of education, pre-vocational training, socialization and the use of leisure time.
3. The third area is called "Sheltered Community Living Preparation" which will be for adults over 16 who have acquired some skills in the activities of daily living, but are still unable to be self sufficient. These people could later go to boarding homes, nursing homes, foster homes and possibly into halfway houses, and may be able to work in sheltered workshops such as Abilities and Goodwill in Portland.
4. The fourth area would be that of vocational training which will include on-the-job training at Pineland Center and work adjustment programs presently operating in the Bliss Vocational Training Center at Pineland.

Many of the persons in this fourth area will live in the former superintendent's home, "Dirigo House", on the grounds which will be reconverted for this purpose and also at the ranch style Doris Sidwell Hall on the grounds.
5. The fifth type of service will be called "Special Service" and will be a mobile team providing diagnostic and evaluation services, crisis intervention, and a service which will give, for the first time in the Center, a respite care and holding facility for persons who are not residents at the Center.

These comprehensive changes will make possible far more efficiency and higher quality to training and services.

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This plan of reorganization which represents a dramatic move away from custodial care to habilitation will require a broad range response of course and activities in order to upgrade the workers at Pineland Hospital.

New courses and educational programs will have to be made in response to the skills and understandings needed to carry out the following goal lattice as it is being planned with Consultant, Mr. Irwin Schpok, who is a senior consultant with Auerback Associates of Philadelphia, where he has a key role in a variety of social program development and evaluation projects.

Goal and process lattice for the five sections are now in process of being completed.

MANAGEMENT TRAINING SEMINARS AND WORKSHOPS

The development of management and leadership training is to be accomplished in four phases as outlined by Mr. Peter Thomas of the Bureau of Mental Health and Corrections.

PHASE I

- Basic Concepts in Management
- Supervision in Public Service
- Techniques of Employee Motivations
- Orientation and Development of Employees
- Effective Memory and Listening Skills

PHASE II

- Styles of Leadership
- Group Leadership and Participation
- Creative Problem Solving
- Community for Effective Leadership
- Decision Making

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PHASE III

Basic Tools of Management

Public Service Management

Systems Management

PHASE IV

Will utilize the 50 Club approach

SPECIAL WORKSHOPS

There is a need to conduct special workshops in two very basic areas:

Behavior Modification

Motor Sensory Training

The career ladder concept is being developed with Economic Manpower, Inc.

Mr. Robert Cumler of Economic Manpower, Inc. is now doing the task analysis study with all direct care workers at Pineland. This study will be completed about the first week in December. Mr. Cumler's group will then run a match of the tasks and skills that are needed to implement the new goal and process lattice. This will identify the areas of greatest need for training.

The structure of the career ladder or lattice will provide for career mobility not just in vertical movement, but also in lateral movement. The organizational structure will be similar to the one that was developed by Economic Manpower, Inc. for the Boston City Hospital.

There is an excellent opportunity to work with Economic Manpower, Inc. in order to assure a high degree of relationship between the operational plan and the delivery of training components. The response to the interviews for task analysis has been very positive and the feedback for possible inservice training needs is also positive.

CHILD CARE TECHNOLOGY

1. Program Title: Child Care Technology Goals

- a. This Child Care Technology program is designed to provide substantial general education and supervised skill training experiences for para-professional personnel as they work to upgrade their competence and broaden their impact in work with the mentally retarded and emotionally disturbed. Graduates of this program would be qualified and licensed to perform para-professional activities in community mental health centers, facilities for retarded persons, child care agencies and with other semi-professional situations working with handicapped persons.
- b. Graduates of this program will be qualified to:
 1. Interview clients and families to obtain factual information concerning client needs and problems in order to secure appropriate assistance.
 2. Educate and train staff members to deal with clients in accordance with the therapeutic and programmatic needs of each.
 3. Supervise and encourage other staff members toward wholesome client objectives within the framework of institutional and state policies.
 4. Fulfill certain psychodiagnostic functions in a fact-finding manner under appropriate supervision.
 5. Counsel, under professional supervision, individuals and groups.
 6. Work in an area of specialization depending on interests and needs within the field of child care. Such specialities might be in recreational development, occupational therapy, physical therapy, education, social service, homemaker service or in other fields.
 7. Serve on an interdisciplinary team as an effective contributing member.
 8. As new responsibilities and expertise are defined and allocated, new careers will be established between the traditional building supervisor and the professional staff.

2. Program Need

Programs to train large numbers of women are rare in Maine at the Associate degree level. There is a large and significant gap in the training and development of woman-power between the professionally prepared Bachelor's degree staff member and the secondary school graduate. In the same manner, the balanced manpower needs of the next decade show an increased emphasis for the paraprofessionally trained individual to assist the professional in a multitude of mental services settings.

The changing emphasis on treatment and habilitation of the mentally retarded and emotionally disturbed has created new demands for a child care technician with professional training and expertise. This specialization might consist of general child care and supervision, recreational activities, therapeutic responsibilities working with physical therapists, occupational therapists,

physicians and nurses, education, speech and hearing specialists and others. In many respects, community placement of institutionalized personnel is dependent upon the availability of appropriately trained paraprofessional personnel.

There is no supply of professionally trained child care specialists in Maine. Institutional staffs as well as community mental health centers must depend on the work of the understaffed professionals with the random assistance of untrained child care workers. By effectively training and utilizing paraprofessionals, greater productivity may be achieved from the professionals, therefore reducing the manpower needs at the higher levels and increasing the quality of services delivered to the client.

The need for professionally trained child care workers at Pineland is especially critical. There has been no career ladder or logical progression of job responsibilities connecting the basic direct care workers to the professional staff. With 700 mentally retarded persons to train, supervise and care for, there are currently 300 direct care workers. The turnover rate for this group has traditionally averaged over 30% per year. If this program was implemented, there would be more opportunities to recruit and hold those people interested in making a career in the profession of child care.

Even more critical than the needs for trained manpower in Maine is the lack of educational programs at the paraprofessional level particularly for women. At present, numerous staff members of institutions and other agencies are delivering critical child care services without adequate motivation, training and supervision.

The first major effort to help resolve this critical shortage of trained manpower in Maine was the initiation of several courses for direct care workers at Pineland in subjects essential for a child care specialist. This was partially funded under the Exemplary Programs Act and has proved highly successful. However, these five courses offered at Pineland have only served to whet the educational appetite of interested staff members. The approval of this program would provide a realistic means of developing a meaningful career ladder for direct care personnel. For others, perhaps not interested in making child care a career, other career opportunities would be available compatible with their interests, needs and training.

3. Institutional Units Involved

Southern Maine Vocational Technical Institute, South Portland, Maine
Pineland Hospital and Training Center, Pownal, Maine

The following curriculum is organized by semesters for clarity only to present the full degree program as a continuum. Courses will be selected for offerings giving consideration to:

1. Students needs
2. Motivational considerations, and
3. Sequential course development.

Inasmuch as the program will provide for limited saleable skills to be developed during the first year, consideration will be given to this end in course selection also.

COURSE OUTLINE - Child Care Technology

FIRST YEAR

FIRST SEMESTER

	<u>T</u>	<u>L</u>	<u>C</u>
English I	3	0	3
Human Growth & Development	3	0	3
Orientation to Mental Health Services I	1	9	4
Introductory Psychology	3	0	3
Mathematics Elective	varies 3 or 4		
Anatomy Physiology I	3	2	4
	<u>13</u>	<u>11</u>	<u>20</u>

SECOND SEMESTER

Psychology of Personal Adjustment	2	2	3
Introductory Pathology	3	1	3
Sociology	3	0	3
English II	3	0	3
Orientation to Mental Health Services II	1	9	5
	<u>12</u>	<u>12</u>	<u>17</u>

SECOND YEAR

CHILD CARE MAJOR

FIRST SEMESTER

	<u>T</u>	<u>L</u>	<u>C</u>
Child Psychology	3	0	3
Early Childhood Care	3	9	4
Educational Psychology	3	0	3
First Aid and Safety	2	2	3
Program Elective*	3	0	3
	<u>14</u>	<u>11</u>	<u>16</u>

PROPOSED CURRICULUM, cont'd.

SECOND SEMESTER

	<u>T</u>	<u>L</u>	<u>C</u>
Creative Experiences for Children	3	0	3
Sociology of the Family	3	0	3
Nutrition	3	0	3
Childrens Language & Literature	3	6	5
Mental Health Services Practicum	3	9	7
	<u>15</u>	<u>15</u>	<u>21</u>
*Anthropology	3	0	3
*Children with special needs	3	0	3
*Recreational Services Activities	3	0	3
*Creative Problem Solving	3	0	3

*Electives

ADVISORY COMMITTEE

An advisory committee composed of consumers representing the three labor organizations will monitor the planning, implementation and evaluation of the program.

COURSE DESCRIPTIONS - CHILD CARE

FIRST SEMESTER

ENGLISH I

3 Credits

The first of a two-year course sequence to develop the student's understanding and appreciation of the nature and uses of the language. A review of the fundamentals of grammar: correction of common errors, spelling and usage, especially of technical terms; punctuation, sentence structure, paragraph structure; factors of unity, coherence and emphasis in composition; technique of writing clear, concise, accurate and effective business communications.

HUMAN GROWTH AND DEVELOPMENT

3 Credits

This course covers the period from embryo to death. It focuses on the dynamics of growth and development from childhood to adulthood, and the consequent changes in growth from mature adulthood to the extremities of old age. Special attention is given to the psychological changes which accompany physiological growth in early and late life.

ORIENTATION TO MENTAL HEALTH SERVICES I

4 Credits

This course is an orientation to various social and institutional services in the Greater Portland area and to the population they serve. The class will visit child care agencies, hospitals, nursing homes, schools, and centers for the handicapped and mentally ill. The visitations will be concentrated in the area of vocational choice made by the student. A one-hour class will be held weekly for the purpose of discussing the field visit. Field visits will, in most cases, be of three hour duration.

MATHEMATICS ELECTIVE

Varies 3-4
Credits

INTRODUCTORY PSYCHOLOGY

3 Credits

A general introduction to the science of behavior, including: physiological basis of behavior, sensation and perception, motivation, learning, thinking, intelligence, personality and social behavior.

ANATOMY & PHYSIOLOGY I

4 Credits

This course is designed to introduce the student to the study of human body structures, their functions and the mechanism involved in these functions. Included in this course are the basic skeletal, muscular, and nervous systems of the body.

SECOND SEMESTER

PSYCHOLOGY OF PERSONAL ADJUSTMENT

3 Credits

This is a basic course designed to give the student insight into the general problem of adjustment. Consideration will be given to the role of personality and the

COURSE DESCRIPTIONS - CHILD CARE (cont'd)

PSYCHOLOGY OF PERSONAL ADJUSTMENT (cont'd)

influence of one's environment, both physical and psycho-social. Although the concept and science of mental illness will be covered, the major emphasis will be on the process of normal adjustment. A practical approach will be used to provide the student with a greater understanding of himself and a greater awareness of the psycho-social practice of a community about him.

INTRODUCTORY PATHOLOGY

3 Credits

This course introduces the student to the various malfunctions of anatomy and physiology. Students will learn medical terminology which will become more meaningful and relevant in relation to the functional systems of the body.

SOCIOLOGY

3 Credits

This course presents the social factors in the environment that surrounds man - his relations with his fellows, the life of the community in which he lives and the nature of the greater community in which he finds himself.

ENGLISH II

3 Credits

The second course of the two-semester sequence is designed to implement the communicative skills of the first semester's work with emphasis on improving the students' ability to read and comprehend material of various types in different levels of complexity. Special techniques of technical report writing are presented, including the use of definitions, descriptions, classifications, and interpretation. Attention is directed to the various attributes of the report, such as clarity, conciseness and completeness.

ORIENTATION TO MENTAL HEALTH SERVICES II

5 Credits

This course is a continuation of the first semester but including a greater degree of involvement for the student during field visits as a participant. Supervised work experience to reinforce theory will be carried out by personnel other than supervisory staff of the cooperating center. Structured experiences will be utilized to assure a broad exposure.

SECOND YEAR

FIRST SEMESTER

CHILD PSYCHOLOGY

3 Credits

This course is aimed at giving an intelligent understanding of children and how they develop biologically, socially, emotionally, and psychologically from the pre-natal period to the early years of adolescence with special emphasis upon the way in which the average child copes with his environment.

NUTRITION

3 Credits

The fundamental principles of human nutrition are studied, and their relationship to the total health of the individual in society is emphasized. Knowledge of the nutritive content of food is applied to meal planning for different ages and conditions. Weight control, infant and child feeding, requirements for pregnancies and lactation, and the psychological aspects of food are included in the lectures and discussions.

CHILDRENS' LANGUAGE AND LITERATURE

6 Credits

This course is designed to help the student become familiar with the literature of pre-school child growth as a preparation for language development. Various related experiences that aid in language development will be surveyed, planned, and carried out within the day care facility. These will include flannel boards, puppets, imaginative play, story telling, and play objects.

MENTAL HEALTH SERVICES PRACTICUM

2 Credits

The purpose of this seminar is to provide an opportunity for seniors involved in internships and laboratories in each of the major areas of the program to communicate, exchange, and interpret experiences with the help of a faculty member. This way students will gain an increased understanding of the common elements of all mental health and related services.

PROGRAM ELECTIVE (Choose one from those listed below)ANTHROPOLOGY

3 Credits

This course provides an introduction to the concepts of cultural anthropology and an investigation of the nature of social institutions as they relate to the formation of individual personality and social structure.

CHILDREN WITH SPECIAL NEEDS

3 Credits

This course deals with the needs of children with various disabilities.

RECREATIONAL SERVICES ACTIVITIES

3 Credits

This course reviews the planning and execution of recreational activities for all age groups.

COURSE DESCRIPTIONS - CHILD CARE (cont'd)

EARLY CHILDHOOD CARE

4 Credits

Designed as a companion to Child psychology this course provides an opportunity for the student to study the alternative institutions of child care with special emphasis upon the emerging role of community centers. Students will have an opportunity to participate as staff members of an operational community center.

EDUCATIONAL PSYCHOLOGY

3 Credits

This course is designed to give the student a better understanding of the types of educational materials that aid in the intellectual development of the young child. The processes by which he develop knowledge about himself and objects and events in his world and how he begins to use symbols to represent what he sees and knows will be emphasized.

FIRST AID AND SAFETY

3 Credits

The American Red Cross first aid course is given, and upon successful completion, the advanced certificate is awarded. Emphasis is placed on the immediate care of injured persons and the prevention of accidents by making the students safety conscious. Safety education for the school and community is stressed.

PROGRAM ELECTIVE

3 Credits

SECOND SEMESTER

CREATIVE EXPERIENCES FOR CHILDREN

3 Credits

This course is designed to familiarize the student with the place and purpose of free expression in the lives of children through their creative efforts, music, art and theatre. Instruction will explore methods and materials available for teaching concepts, and skills in creative movement, music art and natural observation of the world around the child.

SOCIOLOGY OF THE FAMILY

3 Credits

The family is the basic unit of human society. It is examined in anthropological and historical perspective to acquaint the student with the variety possible in family organization, values, attitudes and behavior patterns in family life. The student is encouraged to examine his own attitudes and values for family structure.



WILLIAM C. WARREN
DEAN OF INSTRUCTION

Southern Maine Vocational Technical Institute

FORT ROAD

• SOUTH PORTLAND, MAINE 04108

• TELEPHONE 789-7303

August 27, 1973

To: Career Development Review Commission
Division of Research Grants
National Institutes of Health
Bethesda, Maryland 20014

This letter is submitted as documentary support for the Mental Health - Child Technology proposal being submitted by Southern Maine Vocational Technical Institute.

In 1971 SMVTI determined a definite need and desire on the part of the Psychiatric Aides at Pineland Hospital, for academic and related skill training. Their morale was low due to lack of opportunity for professional enhancement. The job turnover rate stood at 40% per year.

We then determined that there were 300 aides - 90% women - who were sincerely desirous of training. Research found that over 300 Pineland workers needed more formal training. The changing emphasis on methods of working with residents has brought about a new demand on the para-professional personnel. Due to the remoteness of their job and residential location it seemed expeditious to offer courses of study at the Pineland Hospital premises in Pownal, Maine.

Since there were no training funds available at that Institution to subsidize the tuition payments, our Adult Education Division offered a series of courses at no charge.

Since the Spring of 1972 we have offered five - three credit courses, namely; Early Childhood Development, Creative Problem Solving, Psychology I, English I and Mathematics.

We had 122 aides taking at least one course with many taking all five subjects. 22 aides took four courses and completed 12 credit hours.

At the inception of this effort we developed an Associate Degree Program for Psychiatric Aides which has been submitted to the State Department of Educational & Cultural Services for approval. We are allowing successful students in these courses to stockpile their credits and to apply them to the degree when it is formally approved. The degree program would be offered through both our day and evening divisions.

A cardinal reason for our interest and initiation of this program was to bring credit courses and degree options to a large segment of the female population who had been priced out of the education market - i.e., University of Maine charging \$80 for a three credit course and an appropriate formal curriculum not being available.

With the average current wage for psychiatric aides in this State at \$96.40, this latter item was extremely important.

Both Pineland Hospital and SMVTI have demonstrated a willingness to provide classroom space wherever necessary. The former has also given "released time" so that the employees could take courses at their premises during working hours.

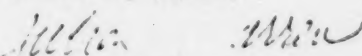
SMVTI has made a substantial donation of administrative and clerical time to the effort as well as payment of instructional fees and travel costs.

SMVTI will continue to support the program through regular budget requests after the initial Federal Funds have been expended.

It is our strong belief that an on-site practical/clinical experience interspersed with academic exposure as designed in the proposal will provide a responsive and efficient educational program. Cooperative programs such as this will allow us to evaluate varied models of the typical educational continuum. Of paramount importance is the involvement of the consumer in the planning, implementation, and evaluation stages.

Your consideration of this proposal will be appreciated.

Sincerely yours,


William C. Warren
Dean of Instruction

WCW:lc



Box C - Pownal, Maine 04069

Tel. (207) 688-4811

Conrad R. Wurtz, Ph.D.

Superintendent

August 29, 1973

BEST COPY AVAILABLE

Dr. John E. Green, Director
Southern Maine Vocational Technical Institute
Fort Road
South Portland, Maine 04106

Dear Dr. Green:

The management of Pinaland Hospital and Training Center* is committed to supporting staff development experiences for its employees. A great deal of interest has been expressed by employees here who have education below the bachelor's degree in receiving educational experiences that lead to a college degree and make them eligible for a higher classification and subsequent higher pay in the state personnel system. We are particularly interested in programs that fit into the training and experience requirements of a meaningful career ladder for our staff.

At the present time, Pinaland is undergoing a comprehensive reorganization of its programs in which a significant element will be the development of a career ladder for non-professional staff. The proposal for the Mental Health - Child Technology Training Program being submitted by S.M.V.T.I., provides a means through which the management at Pinaland will be able to secure for the staff opportunities for them to upgrade their training and subsequently classification. As such, I am in complete support of this proposal for funds to assist this process.

It is expected that the Program of Associate of Arts Degree study will become an integral part of the staff development process at Pinaland, and as such, will continue to be supported with state appropriated funds. That is, even before federal funding ceases, our intention is to include in our request for funding from the legislature adequate monies to support it.

The courses outlined in the proposed curriculum generally appear to provide academic background for the functions of direct-care workers (psychiatric aides, as now classified). It is expected that services to the mentally retarded and developmentally disabled will be considered equally as important in these courses as those that are more traditionally mental health oriented.

* On October 1, the name will be changed to Pinaland Center by virtue of recent state legislation.

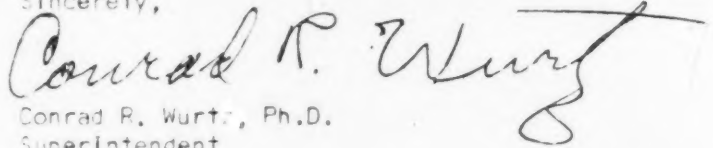
Bliss Vocational Rehabilitation Center Child Development Clinic Children's Psychiatric Hospital
Child Guidance Clinic - Geriatric Counseling Clinic Speech & Hearing Clinic

There are a number of classrooms at Pineland in which these courses may be held at no expense to SMVTI or the federal government. There are several professional staff people at Pineland who may be available for teaching some of these courses, and they will be given sufficient time to do so by the management at Pineland. Staff members taking the courses have arranged to attend the classes so that one-half the class time is on their own time; the other half is Pineland time. We intend to continue this practice. There are many opportunities at Pineland for practical/clinical experience that may be interspersed with academic courses as designed in the proposal. Pineland's programs would be available for this practical experience for Pineland employees, but we would prefer our employees receive practicum experience in other agencies. Other enrollees in the Associate of Arts Degree Program at SMVTI who are not Pineland staff members would be welcomed in practicum experiences at Pineland, however. We see this as significant cross-fertilization in experience and learning about handicapped children.

Pineland will monitor and evaluate the program. Other staff development experiences will be planned to supplement and extend the SMVTI curriculum as needed by our changing programs and increasingly sophisticated staff.

I am most pleased to support the proposal for a Mental Health - Child Technology Program at SMVTI. It deserves most careful consideration by the administration at SMVTI and the federal funding agency.

Sincerely,



Conrad R. Wurtz, Ph.D.
Superintendent

CRW/jl



STATE OF MAINE
DEPARTMENT OF MENTAL HEALTH AND CORRECTIONS
STATE OFFICE BUILDING
AUGUSTA, MAINE 04330
TELEPHONE (207) 289-3181

WILLIAM F. KEARNS, JR.
COMMISSIONER

30 August 1973

Dr. John S. Greer, Director
Southern Maine Vocational Technical Institute
Fort Road
South Portland, Maine 04106

Dear Dr. Greer:

I am pleased to endorse the application for a training grant in new careers in child care technology at the Southern Maine Vocational Technical Institute. This application is the culmination of many years of planning toward academic education in this aspect of human services, and the curriculum developed through this planning will equip individuals to provide services to children in a variety of settings.

It is my understanding that efforts are continuing to permit a more advanced educational degree for those who complete this course, and it is my sincere hope that these efforts bear fruit.

The Department of Mental Health and Corrections and services to children in the state of Maine will benefit greatly by having available this type of educational program for child care workers.

Sincerely,

William E. Schumacher, M.D.
Acting Commissioner

WES/d

cc: Dr. Wurtz
Dr. Anderson
Dr. Schumacher

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 31 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION